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ABSTRACT

In this six part report on Prison Libraries and Information Services, emphasis is placed upon services, collections of materials, and facilities for inmates, particularly of Maximum and Medium Security Penal Institutions. Content includes: examination of past and present conditions using a survey of the literature, standards and objectives of prison libraries, brief examination of a particular institution--Maryland House of Correction for Men, Jessup, Maryland--and projections of possibilities for library development with a proposal for a model prison library which proposal includes the following: Objectives, Staff Requirements; Collection Guidelines, Services to be Offered, Facilities, and proposed Budgets. Appendix A is an Annotated Bibliography. Appendix B contains: Objectives and Standards for Libraries in Correctional Institutions. (Author)

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LIBRARY AND INFORMATION SERVICES AND FACILITIES IN PRISONS.

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May 1971

LI 003 493

ABSTRACT

A Report in six parts on Prison Libraries and Information Services. Emphasis is placed upon services, collections of materials, and facilities for inmates, particularly of Maximum and Medium Security Penal Institutions. Content includes: examination of past and present conditions, standards and objectives of prison libraries, brief examination of a particular institution--Maryland House of Correction for Men, Jessup, Maryland--a survey of the literature, and projections of possibilities for library development with a proposal for a model prison library which proposal includes the following: Objectives, Staff Requirements, Collection Guidelines, Services Offered, Facilities, and proposed Budgets. Annotated bibliography. A.C.A., A.H.I.L. Objectives and Standards for Libraries in Correctional Institutions.

J.G.R.

PREFACE

This is a study of Institutional Libraries, confined to the area of Adult Correctional Institutions in the category of Maximum and Medium Security Institutions. It has been further limited in scope by the inclusion of only federal and state institutions.

Those categories which have been generally excluded from consideration are the following: Town, City and County Jails and Lock-ups; Juvenile Institutions; Minimum Security Institutions; Farm Camps, Road Camps, and Pre-release Centers.

It should not be inferred from this definition of the problem and of this study that there are no problems facing Institution Libraries in the excluded categories. The problems facing those exclusions are in many cases different in character as well as in scope and magnitude. To note only a few of the problems, Farm Camps and Minimum Security Institutions are typically for short-term sentences, thus creating certain problems; Road Camps, Farm Camps and many Jails face the problem of a small number of inmates; etc.. The difference in character of the problem suggests differences in possible solutions for those problems as regards Library and Information Services, and as such, consideration has been deferred in the interest of isolating and dealing with one particular situation at a time. Mention should be made, however, that in many of these non-treated institutions, conditions are as bad, if not worse than those noted in this paper.

This is, then, an attempt to examine one segment of the question of Correctional Institution Libraries, a field which has long been neglected by the library profession, those in the field of penology and the general public.

J.G.R.

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J.G.R.

15 June 1971

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I. INTRODUCTION:

THE PRISON COMMUNITY.

"Americans have a remarkable ability to forget about the people they put into prison. The commission of crimes, the arrest, the trial, the confinement--all receive publicity. But the days, months, and years that the headline-makers spend behind bars roll on incessantly without public attention.

"In spite of the millions of dollars they spend keeping criminals locked up, very few taxpayers ever bother to visit a penal institution to see how their money is spent. Riots, and sensational stories of violence, perversion, and administrative scandal occasionally raise a minimum of public attention for a brief time.

"On the whole, however, our country's 220,000 prisoners exist in a forgotten society. This society, partly because of lack of public attention and financial support, breeds even more of the crime that prisons are expected to reduce.

"Men who leave prison often commit other crimes and return to it; two out of three inmates of our prisons have been there before. The public must face the fact that, except for the few who die during their terms, all prisoners return to the free world. Whether they return as criminals or as productive citizens is determined, to a large degree, by our prisons. Aside from the humanitarian reasons, a concern about the wise investment of public money should make an increased awareness of our penal system's shortcomings a matter of interest. Until the public develops an interest in prisons, and has a better understanding of what modern penology can do, very little progress can be made." (6, page ix.)

"What's it like to be in prison? Remember what it was like in high school? An ex-con writes:

> A Life magazine issue devoted to American high schools appeared while I was in prison and everyone was struck by the similarities. Long bare corridors patrolled by men whose job was to keep you from being boisterous or enjoying yourself; compulsory deference to teachers/hacks who were often unworthy of much respect; the sharp distinction between the regular guys who hated the place

> and the institutionalized cons/brown nose students; the waste of time and boredome waiting for graduation/ 'drop-out'/release; the sterile and inhuman physical and emotional environment; the meaningless assigned tasks; the petty rules about haircuts, shaves and dress; the defeated, rebellious, resentful attitude of most convicts/students--I could go on and on. These resemblances are not superficial. They are all characteristic of non-voluntary custodial institutions which must teach obedience to authority before all else. High school is usually less total, and some students end up studying subjects they enjoy or which will be useful to them, but prisons and high schools are the same kind of institution. ("Freedom from Fear," published by Northwest Prison Information and Support Service, Box 1245, Seattle, Washington 98111; available from Connections, 330 Ellis Street, San Francisco, California 94102.)

"It is virtually impossible for a convict to maintain a personal life style in prison. Very few decisions are open to him; he is told when to get up, what to wear, what and when to eat, when to go to bed, etc.. He is defenseless against the whims of guards, whose decision to write up a disciplinary report on him may cost him his chance at parole. ...

> "The inmate (particularly if he is in for awhile) thus tends to lose the ability to make decisions for himself, becomes unaccustomed to getting along with the opposite sex, either gets no job training at all or is trained for jobs that do not exist outside of prison (such as making automobile license plates). And all the time he is being dehumanized and brutalized, all the time that he is building up hatred for society, he is also rapidly learning criminal techniques and values from his convict peer group. As far as rehabilitation is concerned--forget it. ...
>
> "Once a man is released from prison he is faced with the problem of finding a job in an already tight job market with the stigma of being an ex-con. Since he often lacks education and skills to begin with (one of the major reasons he may have become a criminal in the first place) he all to frequently returns to crime." (A)

And so the story continues. It continues with statistics on the number of inmates who are poor, those who are non-white, statistics

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(A) Michael Spencer. "Tear Down the Walls." SYNERGY. January/ February 1971. pages 5-6.

on educational level of inmates, such as the following:

EDUCATIONAL LEVEL ACHIEVED	INMATE POPULATION
College Graduate (or more)	1.1 %
Some College	4.2 %
High School Graduate	12.4 %
Some High School	27.6 %
Five to eight years of school	40.3 %
Less than four years of school	14.4 % (B)

If we examine these statistics in light of current federal educational measurements, it is interesting to note that combining the last two categories, we find a figure of 54.7 % of the inmate population with an eighth grade education or less, or nearly a fifty per-cent functional illiteracy level. We note further, that only 17.7 % of the inmates according to these statistics are high school graduates, a severe problem upon release for those others without that diploma. The story continues with statistics on the recidivism rates of individuals, and with statistics on the length of time served.

So, we find ourselves with a monstrous problem! A captive group with time on their hands, by and large a very low educational level, and the vast majority of whom will return to society in time. This is a group, who, if not given an alternative, easily find every opportunity to allow resentment and hatred to build, against their guards--who according to statistics, may be little better off educationally than the inmates--their fellow inmates, the judge and jury who sat at their trial, the prosecuting attorney, their own attorney who failed--if indeed the individual had an attorney--their family--who may or may not visit them--and society in general.

(B) Presidents Commission on Law Enforcement & the Administration of Justice. THE CHALLENGE OF CRIME IN A FREE SOCIETY. Washington. 1967.

This is a group of individuals who freely and rapidly learn from their peers the nuances, the specialties of crime, how to do it quicker, easier, and with a smaller risk involved.

It is this group of persons, one of the most disadvantaged groups of individuals in society, a group who has not been so lucky as we--who have run our share of stop signs, engaged in a bit of absent-minded shoplifting, chiseled on our income tax, or otherwise bent the law to meet our needs or mistakes--and who, having been apprehended and incarcerated are at the mercy of a small group of correctional personnel. With little to occupy them save meaningless tasks, enough rules to allow them the "freedom" of never making a decision, and the joyous task of counting the days as they pass, it is this group of individuals that we as librarians have a responsibility toward, as much if not more so than to any other group in society, and yet it is a group which we have most completely ignored.

Here, I shall deal with the response and evidences of that response to this situation, the libraries which have been created, or not created.

Objectives for Prison Libraries tend to fall into the following broad groupings:

1) Provision of support for the educational program of the Correctional Institution, particularly in the form of extra reading materials and for research projects.

2) Provision of materials for the self education, and individualized instruction of the inmates, independent of the Institution's school. (This may take the form of tailor made reading programs, inmate research projects, tutorial projects, or other ventures.)

3) Assistance for the other Professional Staff in rehabilitation efforts and preparation of the inmate for returning to the "outside world". (This catch-all includes, again, reading programs for the inmate, although this time geared to a "social awareness", "self awareness", a new conception of social organization, and additional areas which will "help reintegrate the offender" into the community.)

4) Enlargement of the scope of interests and knowledge of individuals through the use of the library and its programs.

5) Provision of entertainment and relaxation, as well as release of tension for the inmate through the library's offerings (reading).

In many ways these are similar to the objectives of a school library, although the wording of the objectives is certainly different, especially in number three. New objectives seem, more recently to be appearing, such as these:

6) Provision of needed--and by law acceptable--materials for the inmates. (This general category covers such heavily demanded items as Law Books, which are in very heavy demand in various locations, and more frequently are being thought of as access rights of inmates, in addition to such other items as works on criminology, penology, psychology, and other areas.)

7) Provision of information on current affairs to keep the inmate knowledgeable about events in the world, to lessen the shock of the community upon realease.

These last few items are more contemporary, and it is only as correctional practices seem to be catching up with "scholarly" trends in penology and psychology that these objectives are being recognized as valid and slipping into the literatu

For a typical statement of objectives, although not representative of any one particular institution, see Appendix B, "Objectives and Standards for Libraries in Correctional Institutions."

Before closing this section, it should be recalled that as one of the few resources, and the only one of any considerable size and scope, upon which an inmate may call, the library will be called upon to provide a wide variety of services, and asked to fulfill a plethora of different needs, in different situations, and for different reasons. Indeed, one wonders if the situation in some ways is not analagous with the contemporary urban public library and the demands placed upon it.

III. LIBRARY STANDARDS.

One should note, and should read thoroughly the appropriate standards, OBJECTIVES AND STANDARDS FOR LIBRARIES IN CORRECTIONAL INSTITUTIONS. These have been included as Appendix B, and will be freely referred to, being used as a basis for this section. They should in no way be accepted of generalized as representative of reality, for virtually nowhere are they being met. The standards have been accepted by both the American Correctional Association (A.C.A.) and the Association of Hospital and Institution Libraries (A.H.I.L.) of the American Library Association. The A.C.A., in its revised MANUAL OF CORRECTIONAL STANDARDS, 1966, has made a few minor changes in what it recommends.

A. ACCESS.

A crucial aspect of Library Service is the access which the inmates have to those services. Are they able to go to the library, and if so, how often? Or must they sit in their cells, waiting for a book truck to happen along on that particular week, hoping to find something to read? Or better, yet, does each inmate receive a "book catalog" of holdings upon his entrance to the institution, from which one may select titles for his "reading and enjoyment"? As should be inferred from this, in order for the librarian to have contact with the inmates, to talk with them, to help them with their problems; in order for the inmates to browse through the collection, possibly finding volumes they never suspected it is essential that the facilities be

"walk-in." It is surprising to note the number of inmates, as recorded in the literature, who never used a library "on the outside," yet who in prison become regular clients of the library. This is only possible where the inmates are able to venture into a different setting from that confinement to which they are accustomed. Then, too, the library offers for some inmates some freedom from the extreme regimentation of prison life. The library is a potential haven, to which the person may escape; burying himself in a book, a record, a magazine, or engaging in some other activity.

A coequal problem is the time confines within which the inmates may visit the library. The standards make quite sensible suggestions, yet it is amazing how few prisons follow them. Much like the public library which forgets that it has a clientele which works weekdays and only has weekends and evenings free, prisons tend to forget that their society is substantially more regimented, and that inmates may have jobs. For maximization of use of the facilities, the library should be open as much as is possible, for visitation by the inmates. Thus, the schedule of the institution should be carefully noted and the library's program planned around that schedule, and coordinated wherever possible with that schedule.

Before leaving the question of access, we should recall the mention which the standards make of "location" of the facility. This can be a crucial matter, for if the library is buried in an out-of-the-way place, or in an area conceived to be a "security problem," the use which the library might find elsewhere, it will not find in the problem area.

B. SERVICES

The services offered should be similar to those which one would expect to find in a good community-oriented public library. Of particular interest and note are several items.

Information and Reference Services. This, along with Inter-Library Loan Services is a crucial area, particularly in the area of legal information. It is the responsibility of the librarian(s) to assist his client(s) as much as possible through the provision of information and actual materials in the form of Statutes, Reports, Interpretations, Codes, and such additional information as may be necessary. These materials, particularly for the indigent, or for the "jailhouse lawyer", are no exception to the provision of other types of information or materials. Indeed, the library is for most the only resource, the last resort of the inmate seeking assistance, the only outside channel, the only source of hope. The librarian must go out of his way to provide not "adequate", but rather "superb" reference and "reader's advisory" services. In the long run, this may have unmeasurable benefits, both within and outside the institution. For the inmate with a few good words about the librarian's exceptional service will spread the "word" rapidly. The librarian will probably eventially find himself beseiged with requests for assistance, materials, advice from anxious, inquisitive, and supportive inmates. They will be supportive not only inside the institution, but also--of the work which the librarian is doing--on the outside, where it makes much more of a difference. In the question of service and assistance to the inmate, the librarian walks a tightrope, between the inmates and the institution's personnel, for he may well find himself acting as counselor and confidant for certain of the inmates, requiring discretion.

Attention should also be drawn to the item, Exhibits and Publicity. As a "free zone" within the prison, it is the responsibility of the librarian to keep the place attractive, alive, interesting, and enticing. Noting mention of the "institution's paper", all possible support should be extended to this venture of the inmates. As one of the few existing vehicles for expression among the inmates, as well as information both inside and outside the institution, which over time may bring some changes, this should receive as much assistance, advice, or information as is needed. At the same time, the librarian is and must function as a good public relations spokesman, particularly for the inmates who have no real "voice" with which to reach society in general regarding conditions in prisons.

C. LIBRARY MATERIALS.

We note mention of books, periodicals, newspapers, pamphlets, pictures, recordings, and films. Of note is the "duplication" policy for popular titles. To these should be added, tape recordings, posters, slides, filmstrips, and games.

There does exist a very touchy statement in this section:

> "Omission of books which will not support the institution program and philosophy constitutes good selection, not undesirable censorship."

One is tempted to ask why? The problem here is one of lines, boundaries. Very few institutions have defined very carefully and thoroughly, it might be suggested, their "program and philosophy." Once this has been hashed out, there must be a definitive statement worked out concerning materials selection, or the librarian will be stabbing in the dark.

In the process of working things through, it should not be forgotten that there exists a "Library Bill of Rights" and several important statements on the right to read. These should be employed by the librarian to enable the created guidelines to be as broad as possible.

"Purchase suggestions by all staff and inmates should be encouraged." Proceeding beyond this recommendation, it may be advantageous and advisable to have a "library committee" composed of inmates and staff. Working in a voluntary, advisory capacity, it may serve the librarian(s) well, in the suggestion of new approaches, ideas and additional materials. Inmates serving on the committee might even serve as book reviewers. It is potentially an exciting way of drawing inmates into involvement with the library.

Note, the following statement has been revised by the A.C.A.:

> "...audiovisual materials are not the direct responsibility of the librarian. Programs using films and records, however, should be closely related to the library collection and program through cooperative planning staff members."

The 1966 Manual has rewritten this section to read as follows:

> "Textbooks are not the direct responsibility of the librarian. Non-book materials, however, should be an integral part of the library collection. Programs using films and records should be closely related to the library collection and program through cooperative planning by all staff members."

This seems a much more acceptable policy, particularly noting trends which suggest that the library should serve as the "total resource center."

Little needs to be said about the size of the collection, or about additions, for both sections are clear, and may possibly be adequate to the needs of most libraries and their clientele. One should note under Budget, however, the figure of $3.00, used as the

average cost per book, has been revised in the 1966 Manual to an average cost of $6.50 per book, and we must constantly be award of inflation which has further raised these prices. Regarding Periodicals, like books, as the number of inmates increases, so too, the reading habits, tastes, demands, increase and broaden, as must the number and coverage of periodicals. An alternative suggestion, one more probable to meet inmate needs and requests, would be a graduated scale for acquisition of periodicals:

500-1,000 inmates	75-125 titles
1,000-1,500 inmates	125-175 titles
1,500-2,000 inmates	175-225 titles
2,000-3,000 inmates	250-350 titles
over 3,000 inmates	a minimum of 350 titles.

These should be maintained in regular subscriptions, and are suggestions based upon the number of "short term" inmates in the institution, but are only recommended ranges, the more above this the better.

Returning to Books briefly, there should be maintained a good collection of up-to-date reference materials of all types, typical of a blending of a public library and college library. They should include Indexes, bibliographies, almanacs, dictionaries, yearbooks, manuals, directories, handbooks, encyclopedias, etc.. Likewise, the collection should be a well-rounded one.

Staff Library. An often neglected area, yet one which demands some consideration. Demographic data on prison staff, particularly gards, frequently shows them to be educationally as deprived as many of the inmates. To meet this problem and need, materials, programs, seminars, and additional services should be provided to the staff, if not run, coordinated by the library and librarian.

D. LIBRARY STAFF.

Staffing suggestions have been made, however, noting the character and needs of the clientele and the institution, some modification is necessary. The following might be far more effective in performing the services required:

Institution with less than 500 inmates:
1 Library Assistant

Institution with 500 to 1,000 inmates:
1 Professional Librarian
1 Library Assistant

Institution with 1,000 to 1,500 inmates:
1 Professional Librarian
1 Correctional Officer
1 Library Assistant

Institution with 1,500 to 2,000 inmates:
1 Professional Librarian
1 Correctional Officer
3 Library Assistants

Institution with 2,000 to 3,000 inmates:
2 Professional Librarians
1 Correctional Officer
3 Library Assistants

Institution with over 3,000 inmates:
2 Professional Librarians
2 Correctional Officers
4 Library Assistants

Several things should be noted about these positions. Library Clerks, who will be inmates, have not been noted above, and may be used widely and freely. Library Assistants are assumed here to be para-professionals. It is hoped that the Correctional Officer will have some library training, or he should be provided with such on the job training as may be possible. Several of the Library Assistants, in a larger setting may well be inmates. Selection of these persons is crucial, and the head librarian should have a hand--at least veto power--in determining all positions to be filled, even Library Clerk slots.

IV. CURRENT STATUS OF PRISON LIBRARIES

as Viewed through the Literature.

On the whole, there is little literature in the field, still less current literature--within the last ten years--and no recent books or monographs of any length or any significant value. In the journal literature, we find two basic types of material: 1. the "how we done it good at 'xyz' prison" type, and 2. survey literature. There are a few variants, as can be noted from the accompanying bibliography, particularly, annual reports, a number of which are unpublished, and a few normative articles as concerns what ought to be. As a whole, including a few letters to the editor, the total number of published items I have been able to uncover since the beginning of the 1960's is about seventy, an average of about seven per year.

More than the simple numbers, a problem is the sketchiness of the few reports which do exist, articles tending to be about two pages in length. Moreover, these reports tend to contain such vital information as circulation records, size of book collection, seating space, when the library was opened, the library's hours;and if one is lucky, a few comments of value concerning the collection, its scope and depth, as well as its currency, and a few comments on services offered.

According to the "Inventory of Library Resources in Correctional Institutions," done in 1965, prison libraries leave little to commend them. That survey found a shocking lack of services, a vast absence of materials, a drastic scarcity of funds, an abundance of unattractive library facilities, and as a whole, generally deplorable conditions

in our nation's prisons.

This revelation, one would expect to be quite shocking, noting the amount of literature, particularly popular accounts, dealing with the rewards of reading during an inmate's incarceration. Yet we need only take a closer look at those reports and closely examine what they do say. A handy, well publicized account is the following:

> "...in every free moment I had, if I was not reading in the library, I was reading on my bunk. You couldn't have gotten me out of books with a wedge. ...
>
> "The Norfolk Prison Colony's library was in the school building. ...
>
> "Available on the prison library's shelves were books on just about every general subject. Much of the big private collection that Parkhurst had willed to the prison was still in crates and boxes in the back of the library--thousands of old books. Some of them ancient: covers faded, old-time parchment-looking binding. Parkhurst, I've mentioned, seemed to have been principally interested in history and religion. ...
>
> "As you can imagine, especially in a prison where there was a heavy emphasis on rehabilitation, an inmate was smiled upon if he demonstrated an unusually intense interest in books. There was a sizable number of well-read inmates, especially the popular debaters. Some were said by many to be practically walking encyclopedias. They were almost celebrities. No university would ask any student to devour literature as I did when this new world opened to me, of being able to read and understand.
>
> "I read more in my room than in the library itself. An inmate who was known to read a lot could check out more than the permitted maximum number of books. I preferred reading in the total isolation of my own room.
>
> "When I had progressed to really serious reading, every night at about ten p.m. I would be outraged with the 'lights out'. It always seemed to catch me right in the middle of something engrossing." (C)

(C) THE AUTOBIOGRAPHY OF MALCOM X. With the assistance of Alex Haley. Introduction of M. S. Handler. Epilogue by Alex Haley. Grove Press. 1964. pages 173-74.

Yet in spite of these accounts, describing, as illustrated, both the benefits and the conditions and problems, conditions in many, probably most, areas remain poor.

With the advent of the Library Services and Construction Act (LSCA) in 1964, and particularly Title IV-A, some progress has been made through the use of these funds. However, it appears all too often that these funds have been used to start small libraries, with little back-up, and little intent of continuing the library's building and improvement venture with any substantial committment.

An interesting factor to note about the 1965 "National Inventory" (4) is that while the findings were that collections were unbeleivably below standards, no attempt is reported of evaluation of existing collections of materials.

Another interesting note is the Report of the President's Commission on Law Enforcement and the Administration of Justice, which in its Task Force Report on Corrections spent no time on examination of Libraries or Library Services. There did not even appear to be mention of Libraries in Prisons, much less their relationship to correctional goals.

It has been suggested that the best system of Prison Libraries is that to be found in Federal Penitentiaries, although very little has been written about what is there. (41) California has, for a number of years has what appears to be the most progressive, encouraging state system of prison libraries in the country. One notes in particular San Quentin, which under the direction of Herman K. Spector has made notable progress. Through the statistics, as well as the reports and literature, its libraries seem to be the best equipped, its services the broadest, and its staff the best qualified and trained. (5) (7) (12) (60) (64)

In evaluating performance, several additional states in recent years have made notable strides and seem to be only a notch below California's performance. Those five systems which appear to have made the most progress and seem closest to acheiving A.C.A. goals for prison libraries--although they are still a long way away--are New York (5) (17) (47), Washington (8) (10) (40) (66) (71), Florida (30) (57), Oregon (13) (36), and Connecticut (18) (63).

Then there are those systems which have also made some progress, typically with the assistance of LSCA funds, which however still are years away from providing adequate service. Many of these systems have only in the last five to ten years established libraries worth mentioning, yet there is improvement. As represented in the literature, they are Idaho (27) (30), Kansas (11) (19) (37), Louisiana (15) (46), Massachusetts (45), Michigan (31), Minnesota (5) (42), Mississippi (5) (56), Montana (30), New Jersey (31), Ohio (48), Oklahoma (73), Rhode Island (5), South Carolina (20), South Dakota (49), Tennessee (30), and Texas (39) (50).

There is another group, which might be characterized as special cases: Illinois (58), Indiana (28) (33), Maryland (33) and Wisconsin (24) (76). Maryland is noted for its 1965 survey of Correctional Institution Libraries, yet until this past year, in spite of that survey which found abominable conditions, virtually nothing had been done--yet the literature cites Maryland in several cases as one of the more foreward thinking states! Indiana and Illinois fall into a special category, and one suspects they approach Washington and Florida in the scope of their programs, for the reports viewed seemed

extremely comprehensive, and at the same time indicative of major improvement. Wisconsin, likewise in a nebulous case, with some, but not much information.

About other states, there just is no readily available information.

We should now turn to consideration of the various components within systems, and conditions there.

FACILITIES. With few exceptions, and until the last few years, libraries tended to occupy--and often still do--small rooms, and are blatantly "institutional" in appearance. Frequently they are poorly lighted, ventilated, and heated, as well as drab.

As often as not, their location is in an out-of-the-way place, difficult to get to, or off the main stream of prison traffic and activity, suggesting that with a low level of pedestrian traffic, there will also be a low level of use, comparatively.

Moreover, equipment tends to be poor.

COLLECTIONS. With the assistance of LSCA Title IV-A, great improvements have been made, however, in many cases the bulk of the collections remain discards, cast-offs, donations. Often the materials are ancient. One study reported that in that particular state's prisons 75 % of the collections of the libraries could be weeded and the libraries would be improved. That and other states noted a large proportion of pre-1950, pre-1940, and pre-1030 imprints composing the collection. Likewise, some collections consist primarily of westerns, light science fiction, mysteries, and light fiction. No wonder the myth prevails that this is the type of material inmates enjoy reading--they have no alternatives. Until recently, seldom could one find a

library with current materials of widespread interest and in demand on the outside as well as the inside.

As a result of these factors, collections like these tend to be 1. of little relevance to the "rehabilitation program" of the institution, and 2. poorly used by the inmates.

STAFF. All too often, there is not a professional librarian, or even one with some library training, employed in the prison. This is a severe disadvantage for the prison's program. For the library needs the expertise of a well trained staff, including a professional head. But more important, it needs the management and support of one who is not an inmate, but rather, a "professional", a member of the prison's staff, one who will have a voice in the "treatment", "reeducation", and "rehabilitation" program of the institution. These are areas in which an inmate librarian will have no voice. And there will be additional obstacles to the inmate librarian, simply because he is an inmate. Likewise, correctional officers running libraries tend to have little or no library training,and tend to be more concerned with order, rules and quiet, than with service.

Yet, on the other hand, when there is a professional librarian, all too often, it seems there exists an obsession about cataloging, circulation records, overdues, neatness, and other tasks which are genuinely a part of the library's routine, but never-the-less secondary to the goal and mission of the library. Possibly this is symptomatic of the institution, the system. Possibly it is symptomatic of those who are recruited to this field.

SERVICES. Certain innovations in this area have been noted,

yet one of the most basic services, Inter-Library Loan, is rarely mentioned; possibly because librarians have not yet gotten beyond the confines of their own four walls--or have they? Rarely are staff services mentioned, and never have I seen mentioned such activities as "current awareness", either for the staff or inmates. The only place one can find any mention of "telephone reference" for the staff is in the standards. Few comments are made of the relationships which should or do exist between the library and the institution's school--there are a few though--a crucial tie in the program, or with the other professional staff of the institution, e.g. social workers, psychologists, etc..

In short, the extent of services rendered, in all but the scarcest of exceptions, seems to be the ability of inmates to borrow materials, or to do a limited amount of research, reading, or listening to records in the library, with a few institutions offering discussion programs.

FUNDING. Again a sore spot. Budgets of libraries are tiny! They seem to be one of the first items which one considers when cuts in expenses are imminent.

As a whole, then, libraries and their services in prisons are appallingly poor, and in terms of the clientele and its needs and restrictions, inexcusable.

V. THE STATE OF MARYLAND and PRISON LIBRARIES.

As already noted, in spite of the 1965 Maryland Survey of Correctional Institutions, until recently nothing has been done to improve the situation.

The State in 1970 received a total of $7,000 in LSCA Title IV-A and Title II funds earmarked for Correctional Institution Libraries. During that same period of time, the State funded them to the tune of $5,000, for a total of $12,000. Yet there are ten correctional institutions in the state and none of them have a budget within the institution for library materials or services, which means that these funds must be split among the institutions, and also that they are the only real source of income, an average of approxamately $1,200 per institution. This is nothing!

As in most other states, the libraries are small, with aging and in large measure unattractive collections. Except the institution at Hagerstown, Maryland which employs a woman who has had some library training, none of the institutions has professionally trained staff.

There is one bright spot, however, in the record; the appointment less than a year ago of Mrs. Anna L. Thomas as Library Supervisor for the Division of Corrections for the State of Maryland. During this time she has attacked the problem, weeding collections which badly needed attention, purchasing new materials, and making valuable contacts with the persons in each institutiam responsible for the library--in many cases a teacher.

There is some progress being made, for several libraries will soon be moving to new quarters. One example is the Women's Correctional Institution at Jessup, Maryland. Like other correctional institutions, this has no library budget, yet one method has been tried to bring a limited number of current reading materials to the women; every other week, the institution receives from the local Post Office copies of undeliverable periodicals which have accumulated during that time. While by no means a consistent or dependable source, it at least does help a smal bit.

A. MARYLAND HOUSE OF CORRECTION (for Men): A CASE.

Located at Jessup, Maryland on 837 acres of land, it is a medium security institution and has shops and industries involved in the following: production of paint, furniture, knitwear, sewing, auto tags, metal signs and mattresses; and a furniture refinishing shop. According the the 1970 Maryland Statistical Abstract, it has a rated capacity of 1,505 inmates. Inmates are able to participate in a number of supervised sports: basketball, baseball and touch football. (D) (E) Elsewhere we find the following additional information regarding the inmates and the institution:

	1969	1970	1971 (est.)
Average Daily Population	1,492	1,565	1,650
Budgeted Population	1,449	1,565	1,650
Ave. Annual Cost Per Capita	$2,765	$3,107	$3,277

(D) State of Maryland, Department of Economic Development. STATISTICAL ABSTRACT OF MARYLAND, 1970. June 30, 1970.

(E) State of Maryland, Department of Corrections. FORTIETH REPORT. FY 1966. July 1, 1965 to June 30, 1966.

Population on July 1, 1969 was 2453 inmates
Population on June 30, 1970 was 2433 inmates (F)

For FY 1966 The Length of Sentence being served was as follows:

3 months	114 inmates
4-6 months	662 inmates
7 mos. - 1 year	494 inmates
13 - 18 months	498 inmates
19 mos. - 2 years	273 inmates
25 mos. - 3 years	204 inmates
37 mos. - 5 years	184 inmates
61 mos. - 10 years	70 inmates
more than 10 years	14 inmates
TOTAL	2,513 inmates (E)

Total Expenditures of the Institution:

1970	1971	1972 (est.)
$4,862,000	$5,407,000	$5,922,000

Expenditures for: Classification, Educational, Vocational, Recreational, and Religious Services:

$278,000	--	--	(F)

Positions allotted for Classification, Educational, Vocational, Recreational, and Religious Staff in the Following numbers:

47	48	48

Salaries for those individuals ammounted to:

$237,000	$331,000	$367,000	(G)

(F) State of Maryland, Governor Marvin Mandel. MARYLAND STATE BUDGET (PROPOSED) for FY 1972. submitted January 1971. pages 728-738.

(G) State of Maryland. PERSONNEL DETAIL OF MARYLAND STATE BUDGET (PROPOSED) for BY 1972.

Examining these statistics, and additional information, we are aware that there is no budget for library materials, services, or personnel.

We note from the 1966 statistics, that for 1,243 inmates or 49.4 % of the population, the stay was longer than one year; for 745 inmates, or 29.6 % of the population, the stay was longer than eighteem months; and for 472 inmates, or 18.9 % of the population, the stay was longer than two years. From this, we may consider the second and third groups as long term inmates--according to some standards the 29.6 % figure would be acceptable. At the same time we note the reverse, that within one year 50.6 % of the population have re-entered the community, and within two years 81.1 % of the prison's population have re-entered the community.

Note the discrepancies in statistics on inmate population--from a low of 1,565, the average daily population in 1970, to a high of 2,454 on July 1, 1969. Noting these discrepancies, I would suggest that in dealing in terms of the library--working with short-term equivalencies, which seem to be easier to budget and account for--the following formula for determining the number of short term inmates may be used:

$$S.T.P. = A.D.P. + \% L.T.I.$$

where S.T.P. is Short Term Population; A.D.P. is Average Daily Population, and % L.T.I. is the percentage of Long Term Inmates in the Prison's population. Using this formula, we arrive at a figure of 2,100 inmates to define the client population.

Examining the Library and its Resources, first see Figure 1, a rough floorplan of the existing Library. It contains roughly 1,200 volumes, no periodical subscriptions, no non-book materials. Even some of these books are of questionable worth, yet according to Mrs. Thomas, nearly two-thirds of the collection had already been weeded and discarded as "junk". There is no furniture, with the exception of the two desks noted, and a table. The equipment consists of a small card catalog and an ancient typewriter. This facility is located in an upstairs hall in the institution, which is largely wasted space, note Figure 2.

With the available space, presently unutilized, the library could be constructed and remodled according to the floorplan noted in Figure 3. Yet, while this will be a vast improvement, it will still be insufficient to the needs of the institution's inmates and staff. It could be staffed, funded, and maintained in accordance with the PROPOSAL, following this section, although, it will be realized that there is insufficient space for many of the proposed functions and activities of that proposal, within the confines of available space.

Addendum

The State of Maryland and Prison Libraries: Four Months Later.

Under the direction and leadership of Mrs. Thomas, some notable strides have been made, and others in the planning stages appear imminent.

New facilities for the School and more particularly, the library, are being constructed at the Maryland Correctional Institution for Women at Jessup. Until now, the library has been sandwiched in the basement of the same building as the school, both being in cramped quarters. This move will afford the library new, bright, clean, larger facilities.

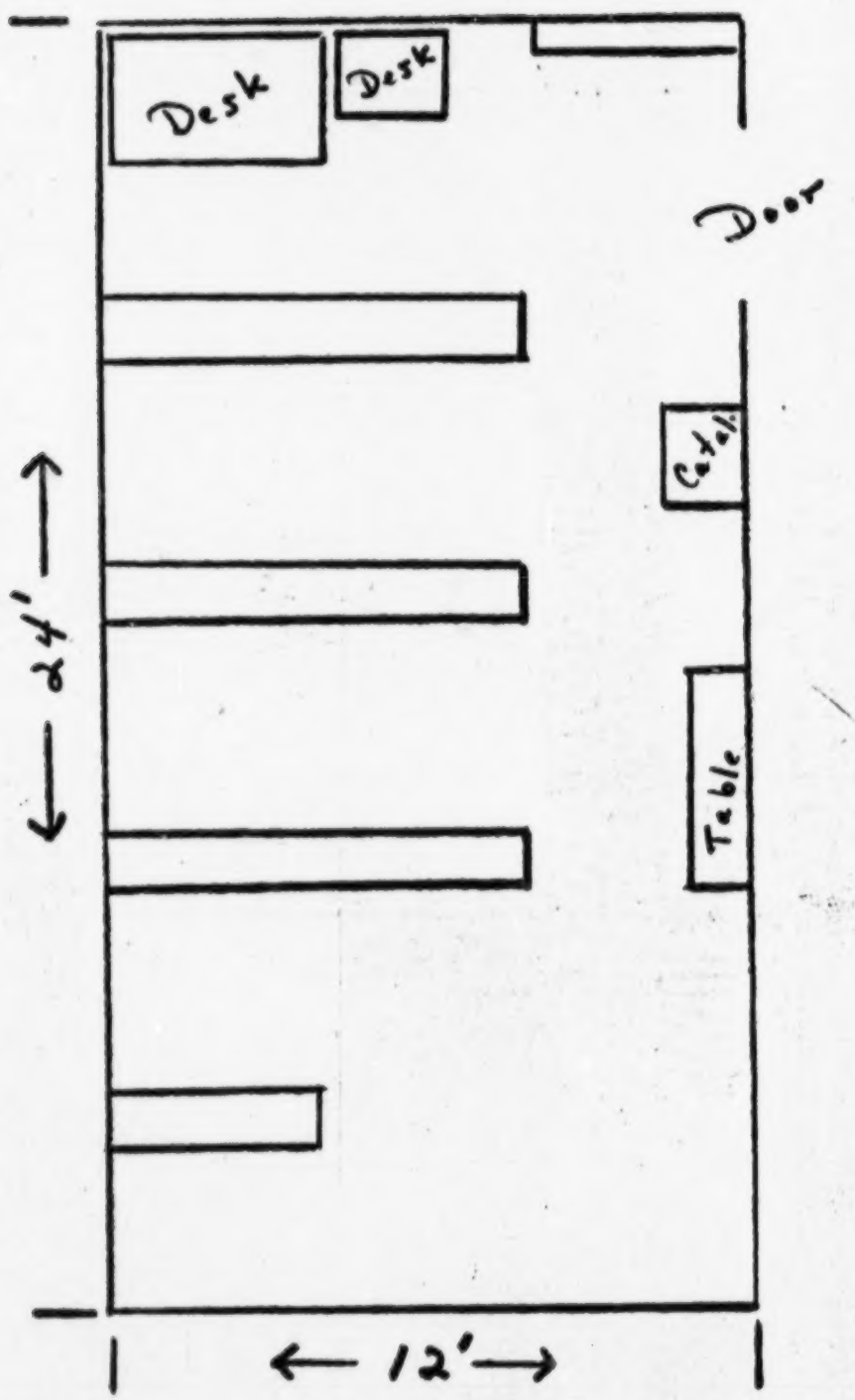
The library at the Maryland State Penitentiary has been moved to different, much larger, more spacious, and brighter quarters. New shelving has been ordered, along with some new equipment, and some of the inmates seem to be more than ever excited about the improvements.

As money becomes available, most collections by now having been weeded, new materials are being purchased for the libraries. Yet, it is still in many respects the same old story of too little money, to be spread too thinly,among too many institutions.

September 1971 J.G.R.

Figure 1

Library



Maryland House of Correction (for Men)

Figure 2

Space - waste

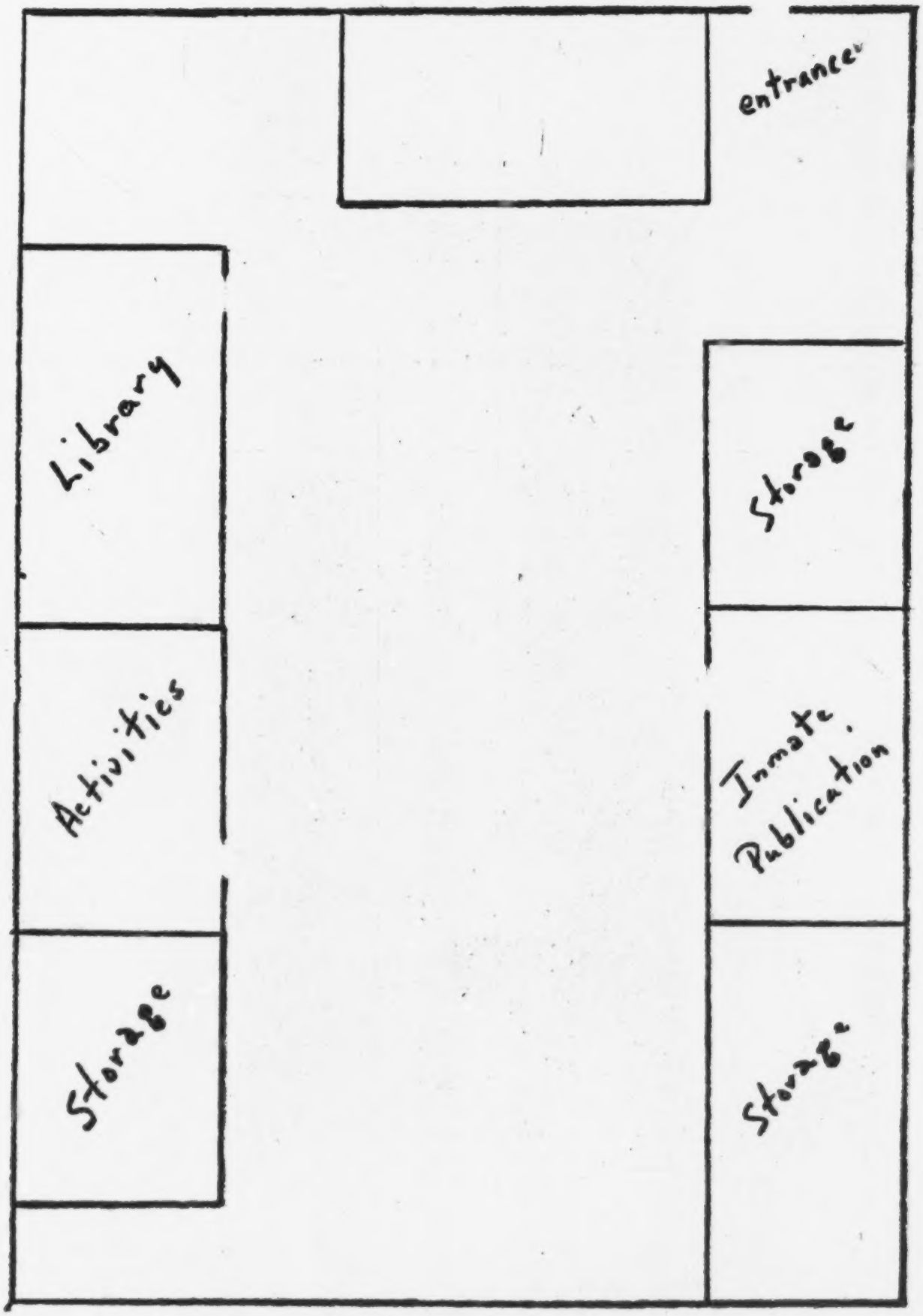
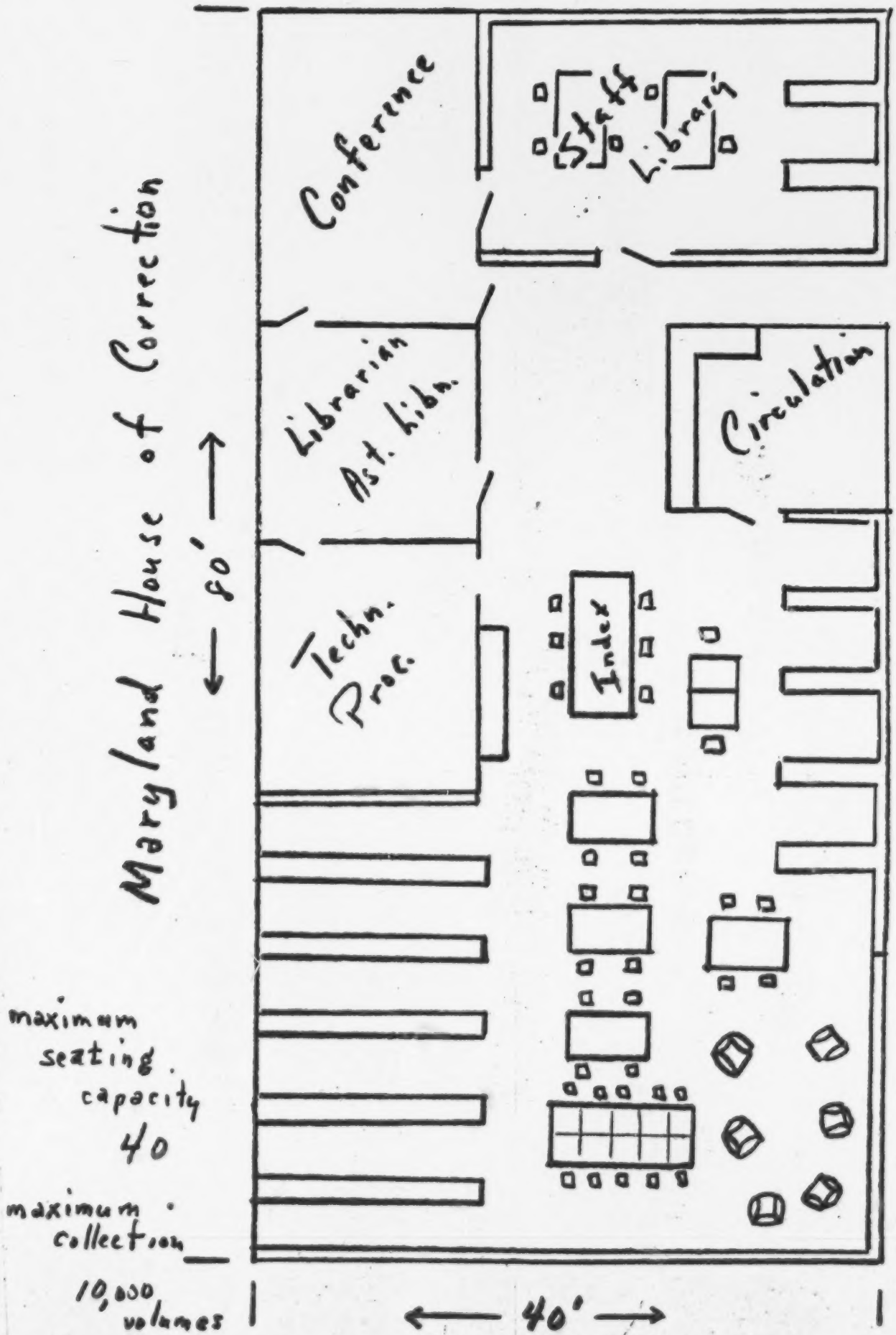


Figure 3.

Potential Space Utilization



VI. A PROPOSAL

for

PRISON LIBRARY AND INFORMATION SERVICES AND FACILITIES; A MODEL LIBRARY.

This proposal is based upon the needs of the inmates and staff at the MARYLAND HOUSE OF CORRECTION (for Men), discussed in the previous section. It should be noted, briefly, that current facilities are distant from the institution's school, which is located in an adjacent building, on the ground floor. For this reason, and because of what appear to be current space limitations, a new facility is needed and warranted. This is envisioned as a facility which will provide the best service humanly possible to the total community, numbering some 2,100 inmates, and nearly 500 staff.

A. OBJECTIVES AND GOALS OF THE LIBRARY ARE TO:

1. Provide information and materials to all inmates and staff in the process of individual education and learning;

2. Assist individual inmates and staff members to broaden the scope of their interests and knowledge;

3. Provide support in terms of services, facilities, and professional assistance, for the institution's educational program;

4. Assist the staff in the rehabilitation effort of the institution;

5. Provide leisure-time activities for the inmates, which will offer them both a variety of experiences, challenges, and opportunities, as well as a release and escape from the strain and pressure of incarceration;

6. Provide information and materials on current events to enable inmates to keep in touch with the outside world, to facilitate an easier, smoother re-integration into the community upon release;

7. Provide needed and/or desired counseling and advice in areas of vocational, educational, and personal problems as requested;

8. Provide guidance to inmates in social and personal areas of development, as requested;

9. Provide assistance for the institution's program of Staff Development and Training, in terms of individual needs, and of group training programs;

10. Work with other professional staff and programs of the institution in the task of improvement of the institution's "rehabilitation" and "reeducation" program;

11. Provide desired legal information and assistance, as requested;

12. Provide such additional services, facilities, and materials as may, from time-to-time, be requested, or perceived as needed by the librarian, in terms of the institution's goals and objectives.

B. STAFF OF THE LIBRARY shall include the following:

1. HEAD LIBRARIAN. Professionally Trained (Library School) with administrative experience, and a background of knowledge in Sociology, Psychology, Counseling, Adult Education, Penology. Should be innovative and aggressive, with the flexibility to change rapidly as problems and/or needs may arise or change.

2. ASSISTANT LIBRARIAN. Professionally Trained. Qualifications are basically the same as for the Head Librarian, although administrative experience is not an absolute necessity.

3. LIBRARY ASSISTANT. Three employed. They sould have some knowledge of Librarianship, either through past experience, through some sort of training program, such as a Library Technician Program, or may receive on-the-job training sufficient for their duties. High School or College Graduate. Educational level will determine the tasks performed, so this requirement is a floating one. (As many as two of these positions may be filled by inmates.) A Para-professional position.

4. CORRECTIONAL OFFICER. He should have some knowledge of Libraries and Library Procedures. Requirements are basically the same as for Library Assistants, except that he, obviously may not be an inmate.

5. LIBRARY CLERK. Four to six, or more inmates. Since they will be employed in such tasks as typing, shelving books, etc. as noted in the standards, requirements need only be as stiff as the job which the individual will perform, e.g. a typist must be able to type.

For descriptions of the duties of these individuals, see the Standards, Appendix B.

These individuals should be carefully selected, a process in which the Head Librarian, and the Assistant Librarian to a lesser extent, must have a voice, if only the power of veto over appointment.

The Librarian should be on a level equivalent to the Director of the Institution's Education Program, and report to the Assistant Warden for Treatment.

C. The COLLECTION shall be constituted as follows:

1. OVERVIEW. It should be a general collection, typical of a blending of a good public library, and a small college library, with sufficient materials and support for inmates to do extensive research, as well as other activities less demanding on the library.

2. BOOKS. In keeping with recommendations and needs, the collection should consist of approximately 20,000 volumes, with an additional 2,000 to 2,500 acquired for the staff. This should not be so construed as to indicate that materials in the staff library are unavailable to inmates, or that the reverse is true, however. They should be acquired with attention to the following:

a. A Basic Reference Collection shall be maintained consisting of such items as: Dictionaries; Yearbooks; Handbooks; Indexes, eg. Readers Guide (Unabridged), P.A.I.S., S.S.H.I., etc.; Bibliographies; Encyclopedias; Atlases; etc..

b. A Law Collection consisting of at least the following: U.S.Reports (although Supreme Court Reporter, or Lawyer's Edition would be preferred); U.S.Code Annotated; Code of Federal Regulations; Statutes at Large (recent volumes--since 1940 at least); Atlantic Reporter; Maryland Code; Maryland Session Laws; Maryland Reports (as available); Shepherds (Federal and Maryland Citators); American Jurisprudence (Or Corpus Juris Secundum);

A Standard Law Dictionary (or two); Rules of Practice and Court; and Treatises and Textbooks.

c. The Collection, well rounded, should be strong in the following areas: psychology, sociology, black history and literature, sports, travel, and history. However, special attention should also be given to the following: materials in Spanish, Large Print books, low vocabulary materials, crafts, biological and physical sciences, art, music, and philosophy and poetry. Duplicates, triplicates, or more of heavy demand items should be procured, and the library should feel free to make heavy use of paperback books as needed.

d. For Interlibrary Loan purposes, the Enoch Pratt book catalog should be available, as should other catalogs from the area, and if possible, the National Union Catalog.

3. SERIALS. A minimum of 250 journal subscriptions should be maintained in the "inmate library" and 35 to 40 in the "staff library". Again, this would be a well rounded collection, containing scholarly as well as popular titles, in the inmate library. The Staff library's titles would be concentrated in the areas of penology, sociology, psychology and education. A minimum of ten newspaper subscriptions will be received. And an attempt will be made to receive copies of all Penal Publications. Available to all, although particularly the library staff, will be a number of "library literature" periodicals, chosen in large measure for their reviews.

4. AUDIO-VISUAL MATERIALS.

a. Record Players. The library should have four stereo machines. There should be plenty of records to accompany the machines including music, as well as drama poetry and other materials. There should be an initial collection of about 500 recordings.

b. Tape Recorders. One reel-to-reel, and two casette recorders. There should be an abundance of pre-recorded tapes, as well as blank tapes for use in working with language training, speech programs, and other activities.

c. Microfilm/Microfiche Readers. Three. Especially for interlibrary loan materials these will be needed, although the library may find that for back issues of desired journals these will come in handy.

d. Slide/Filmstrip Projectors. Two should be acquired, along with an abundance of accompanying materials, particularly those closely related to the school's program.

e. Film Projector (16mm.). Two should be acquired, and it should be remembered that they will receive very heavy use. The library should rely on loans from other sources for its films, rather than investing in films which will not be used that often.

f. An Art and Print Collection should be acquired, the materials in which should circulate, that the inmates may hang items in their rooms--a euphimism for cells.

g. It is also advisable to have the following equipment: opaque projector, overhead projector, slide viewers and previewers.

projection screens, and filmstrip previewers.

h. A Video Tape Machine, and accompanying Tapes is also recommended.

It is essential that these materials and this equipment be well coordinated with the institution's school and its program that the maximum use and benefit may be derived from them. And it should be remembered that there are a large number of materials which may be borrowed from other institutions.

One last item, the library should have a number of games, for relaxation and a change of pace, such as checkers, chess, scrabble, and others.

D. SERVICES.

1. LIBRARY HOURS.

10 a.m. - 5 p.m. 7 p.m. - 10 p.m.	Monday - Friday
noon - 10 p.m.	Saturdays
3 p.m. - 8 p.m.	Sundays and Holidays

2. The Library will be a "Walk-in" facility.

3. REFERENCE and Reader's Advisory Services will be provided by the Professional and Para-professional Staff in accordance with the Goals and Objectives of the Library. Telephone Reference will be provided for Staff.

4. INTERLIBRARY LOAN Service will be a standard practice for those materials desired but not in the collection.

5. TRAINING in Bibliography and Research, as well as work in a small "Library Technician" type program will be offered to interested staff and inmates. This will be coordinated with the school's program.

6. INMATE PROGRAMS. The following shall--as time permits and as facilities become available, or as demands of persons are made known--be offered:

Book Discussion Program, Current Books; Book Discussion Program, Classical and Traditional Works; Current Events Discussion; Writing Club; Debating Club; Theatre and Drama Club; Music Club; Popular Film Series; Art Film Series; An Artist/Lecture Series with guest performers, scholars, writers, etc..

These would probably occur at intervals of once a week, or every other week, depending upon the program--with the exception of the last item, which would be scheduled as contacts and bookings can be made.

7. VOLUNTEERS from outside the Institution who are knowledgeable in various areas--particularly in the Program area--will be encouraged to participate and serve as resource persons for these groups.

8. A DISPLAY AREA will be established for the art work of inmates. The library staff will also take the opportunity, as requested by inmates, of attempting to act as agents for the sale of art work by inmates to persons on the outside.

9. A CURRENT AWARENESS service will be made available to the staff, and inmates as time allows and staffing permits, in areas of

interest.

10. The LIBRARY COMMITTEE will be established and consist of ten inmates and three staff members. No member of the library's staff (other than the librarian and assistant librarian will serve on this committee, and they shall be in an ex-officio capacity), or officials (Professional Staff) in the treatment program shall be members of this committee. This shall serve in an advisory capacity with the following functions and goals;

a. To provide the Library Staff with additional informatimn on client needs;

b. To make suggestions for improvement in the Library's program;

c. To make suggestions for purchases for the library;

d. To serve as a feedback mechanism for the staff;

e. To involve additional members of the institution's community in the library's program.

11. The Library shall provide materials and counseling as requested and needed in assisting the education department with its Remedial Reading Program, and such other programs as requested.

12. An outside Book Dealder shall be contacted and contracted with, to hold BOOK FAIRS, semi-annually, to accomplish the following:

a. provide inmates with new, self-selected reading materials, until the library's program is fully operational and up to standard;

b. afford the opportunity for inmates (and staff) to acquire personal copies of books.

E. FACILITIES.

As previously noted, the library should be located with easy access to and from the school. It should be well lighted and painted bright, attractive colors. There should be seating space, at tables and in individualized study areas, for about 80 to 100 persons. Furniture should be comfortable, consisting of both tables and matching chairs, and of comfortable lounge chairs. Hopefully there will be curtains and an accoustical ceiling to absorb unwanted noise.

Both the Librarian and Assistant Librarian should have private offices. There should be an office, with sufficient space for the Technical Processing Activities of the Library--Receiving, Cataloging, Acquisitions, Serials, Records and Accounts, Mending. There should be sufficient equipment to insure excellence in all phases of the library's activities and services--typewriters, adding machines, duplicating machines, copying machines, etc..

The Staff Library should be somewhat separate from the inmate library and should have adequate space for the collection and users.

Additional rooms should be provided, within the main library for the following: conference rooms (2 or 3); and listening rooms; as well as, for the staff, a Lounge, and storage rooms.

F. BUDGETS

1. INITIAL BUDGET FOR ESTABLISHMENT OF LIBRARY:

a. PRINT COLLECTION:

Books (Main Library) @ 8.00 x 20,000	$ 160,000	
Books (Staff Library) @ 9.00 x 2,500	22,500	
Journals (Main Library) (1 year) @ 7.00 x 250	1,750	
Journals (Staff Library) (1 year) @ 9.00 x 40	360	
INITIAL PRINT COLLECTION		$ 184,610

b. NON-PRINT COLLECTION (A/V MATERIALS):

Record Players (stereo) @ 125 x 4	500	
Headphones (stereo) @ 25 x 10	250	
Records @ 2,50 x 500	1,200	
Tape Recorder (reel-to-reel) @ 150	150	
Tape Recorders (casette) @ 100 x 2	200	
Tapes (blank) @ 2.00 x 100	200	
Tapes (pre-recorded) @ 3.00 x 200	600	
Microfilm/Microfiche Viewers @ 350 x 3	1,050	
Slide/Filmstrip Projectors @ 100 x 2	200	
Projectors (16 mm.) @ 600 x 2	1,200	
Art Prints @ 3.00 x 200	600	
Overhead Projector @ 150	150	
Opaque Projector @ 300	300	
Projection Screen (free standing) @ 65	65	
Projection Screen (wall hanging) @ 45	45	
Copy Machines (rental) @ 250 x 2	500	
Film Projector (8 mm.) @ 150	150	
Previewers (slide, filmstrip) @ 25 x 4	100	
Video Tape Machine	1,500	
Video Tapes @ 35 x 30	1,050	
INITIAL NON-PRINT COLLECTION		10,000

c. EQUIPMENT AND SUPPLIES

Typewriters @ 200 x 4	800
Adding Machine @ 100	100
Desks, double pedestal @ 150 x 3	450
Desks, secretarial, single pedestal, w/ L-extension @ 250 x 5	1,250

Table, conference (120x42x29) @ 150		150
Table, conference (96x48x29) @ 125 x 2		250
Tables, work/study (60x30x29) @ 70 x 10		700
Table, catalog reference (72x24x42) @ 330		330
Table, Index (108x48x29) @ 900		900
Carrels, A/V @ 200 x 10		2,000
Carrels, study @ 120 x 10		1,200
Chairs, Swivel, arm @ 80 x 4		320
Chairs, secretarial, posture @ 60 x 4		240
Chairs, arm @ 50 x 60		3,000
Chairs, lounge / arm, vinyl @ 85 x 10		850
Chairs, w/o arm @ 45 x 40		1,800
Cabinet, microfiche @ 200		200
Cabinets, microfilm (9 drawers) @ 300		300
Cabinets, records @ 200 x 3		600
Cabinet, art/print storage @ 270		270
Cabinet, tapes @ 35		35
Cabinets, file, 5-drawer letter @ 100 x 6		600
Dictionary stand @ 110 x 2		220
Newspaper racks @ 55 x 2		110
Book Carts @ 50 x 4		200
Atlas stand @ 300		300
Mimeograph @ 200		200
Supplies, paper, pens, catalog cards, binders, tape, clips, paste, staplers, etc..	5,000	
Catalog	3,000	
Shelving (approximate)	26,000	
EQUIPMENT AND SUPPLIES		51,375
TOTAL for INITIAL BUDGET for establishment of Library, excluding building and staff expenses		$ 249,985

2. ANNUAL BUDGET.

a. COLLECTION:

Books (Main Library) @ 8.00 x 2,000 new x 2,000 replacement	32,000	
Books (Staff Library) @ 9.00 x 500	4,500	
Journals (Main Library) @ 7.00 x 250	1,750	
Journals (Staff Library) @ 9.00 x 40	360	
Newspapers @ 30 x 10	300	
Penal publications (all)	100	
Records @ 2,50 x 100	250	
Tapes @ 3.00 x 75	225	
Slides/filmstrips @ 1.00 x 100	100	
Art Prints @ 3.00 x 50	150	
Film Rental @ 25 x 100	2,500	
Video Tapes @ 35 x 10	350	
COLLECTION		$ 42,585

b. EQUIPMENT AND SUPPLIES:

Equipment replacement and maintenance @ 10 % of initial cost (approximate)	3,000	
Duplication, postage, I.L.L.	2,000	
Supplies and publicity	4,000	
EQUIPMENT AND SUPPLIES		9,000

c. SALARIES:

Head Librarian	12,000	
Assistant Librarian	9,500	
Library Assistants @ 7,500 x 1	7,500	
@ 6,500 x 1	6,500	
@ 5,500 x 1	5,500	
Correctional Officer - Library @ 6,500	6,500	
Library Clerks @ 600 x 6	3,600	
SALARIES		51,100

d. MISCELLANEOUS:

Guest Speakers, artists, performers	5,000	
Contingencies, travel, etc.	7,500	
MISCELLANEOUS		12,500
TOTAL PROJECTED ANNUAL BUDGET		$ 115,185

APPENDIX A

BIBLIOGRAPHY

(An annotated bibliography of articles, letters, papers books, and a few unpublished manuscripts and reports, on Correctional Institution Libraries since 1960.)

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(A four page statement, for complete text, see Appendix B.)

4. American Library Association. THE RESOURCES AND NEEDS OF LIBRARIES IN CORRECTIONAL INSTITUTIONS. August 1965. Introduction, "National Inventory of Library Needs" by Edwin Castagna. "Inventory of Library Resources in Correctional Institutions" compiled by the A.C.A. and the A.H.I.L..
(1964-1965 statistics which are somewhat deceptive, particularly as regards the number of books reported with no concern for other related factors.)

5. Association of Hospital and Institution Libraries. "Provision of Services for Correctional and Other State-Supported Institutions by State Library Agencies: A Round-up of Current and Future Services and Plans." 6 AHIL QUARTERLY. # 3. Spring 1966. pages 11-19.
(unsigned, relates advances in prison library services, with special attention given to work in the following states: Maryland, New York, Rhode Island, Minnesota, Washington, California, and Mississippi.)

6. Baird, Russell N. THE PENAL PRESS. Northwestern University Press. 1967.
(Not about Prison Libraries, rather a discussion of publications of the inmates at the various Correctional Institutions. A most

interesting volume. Worth reading for the selected articles, quips, and evaluations noted; also for the relationship which this bears along with the education program and the library to the actual "rehabilitation" or "reeducation" program of prisons.)

7. Bay Area Reference Center, San Francisco Public Library SYNERGY. # 31. January/Feburary 1971.
(Central focus of this issue and all feature articles are on Prisons. Of note, discussing Prison Libraries and reading are:
O'Connell, Peggy. "Books Behind Bars, A Survey." pages 8-12. includes a bibliography.
"3 Ballads of Reading in Gaol." Steve Lerner, pages 13-14. Wiley Hampton, pages 15-16. Laurel Burley, pages 17-19.)

8. Beelik, Shirley J. (Coordinating Librarian, Washington Corrections Center, Shelton.) DIVISION OF ADULT CORRECTIONS: A REPORT. September 1967. (unpublished)

9. Beelik, Shirley J. "Escape." 35 LIBRARY NEWS BULLETIN (Washington). January 1968. pages 15-16.

10. Beelik, Shirley J. AT WASHINGTON CORRECTIONS CENTER: INSTITUTIONAL LIBRARY SERVICES -- COOPERATION BETWEEN THE DIVISION OF INSTITUTIONS and the WASHINGTON STATE LIBRARY, Annual Report, July 1969 to June 1970. (unpublished)

11. ----- "Bum Rap for Prison Libraries in Kansas," (39 KANSAS LIBRARY BULLETIN. # 1. 1970) reprinted in: 45 WILSON LIBRARY BULLETIN. January 1971. page 491.
(Report of the termination of service by the Kansas State Library to three Kansas State Correctional Institutions, as of 30 June 1970.)

12. California, State of. "State Department of Corrections--Institution Libraries, Annual Reports, 1969-1970." 66 NEWS NOTES OF CALIFORNIA LIBRARIES. # 1. Winter 1971. page 100.
(statistics)

13. Carlson, William H. OREGON STATE INSTITUTIONAL LIBRARY SERVICES: ANALYSIS AND RECOMMENDATIONS. Oregon State Library. Salem. 1967.
(According to this report, the state seems to have a sound base and to be making notable progress in improving conditions.)

14. Casey, Genevieve M. LIBRARY SERVICES IN NEW JERSEY STATE INSTITUTIONS: A SURVEY WITH RECOMMENDATIONS. Sponsored jointly by the New Jersey State Library and the Graduate School of Library Service, Rutgers University. 1968.
(A survey of all state institutions, much like the Oregon survey.)

15. Cazayoux, Vivian "Inside Louisiana"s Correctiinal Institution Libraries..." 32 LOUISIANA LIBRARY ASSOCIATION BULLETIN. # 4. Winter 1970. pages 156-163.

A series in four parts. Introduction by Vivian Cazayoux. Part 1. "LCIS Library" by Robert Ivy. Part 2. "Reading at Angola" by Jim Johnson. Part 3. "A New Library at the Women's Penitentiary" by Lois LeBlanc.

(A report of the progress. LSCA, Title IV-A funds used to get project for improved services into motion. Discussion of special projects at the various institutions, facilities, and reading habits of the inmates.)

16. Charpentier, Arthur A. "Law Collections in Penal Institutions." AMERICAN CORRECTIONAL ASSOCIATION PROCEEDINGS 1966. pages 230-235.

17. Chenault, Price. "Correctional Institutions helping the Functionally Illiterate." 58 AMERICAN LIBRARY ASSOCIATION BULLETIN. October 1964. pages 804-809.

(Most significant is a number of cases cited of inmates who learned to read with the assistance of the library during their stay. Examples of non-print media used.)

18. Connecticut, State Library of. Department for Services to State Agencies and Institutions. (SAI) CORRECTIONAL LIBRARY SERVICES: LSCA, 1966, Title IV-A, Fy1971-72. 1971 (unpublished report)

(Report of activities, progress, and future plans for the coming fiscal year in the state's correctional institutions. Special note of the Book Fair, offering about 3,000 titles for purchase to inmates; Film Library; Support for the Education Program; and Special Materials in Spanish.)

19 Corkill, Robert O. "Penal Library Study Leads to Progress." 37 KANSAS LIBRARY BULLETIN. # 1. Spring 1968. page 8.

(Reference to a 1965 survey of prison libraries in Kansas. Finally some activities after many years of neglect.)

20. Cosio, Emilio A. "Prison Libraries - A New Experience." 10 AHIL QUARTERLY. # 1. Fall 1969. pages 20-22.

(Of special note; proposed acquisition of law book collection; low vocabulary/large print editions of various materials; 75 newspaper subscriptions.)

21. Cosio, Emilio A. "Special Library: Correctional Institution." 13 SOUTH CAROLINA LIBRARIAN. March 1969. pages 7-8.

22. Curro, Camille. "Refurbished Library Provides an Oasis for Inmates of Erie County Penitentiary." 29 THE BOOKMARK. # 9. June 1970. pages 330-331. (Reprinted from the Buffalo Courier Express.)

(Note: a county institution. A station of the Buffalo and Erie County Public Library. Opened April 1970.)

23. Dickey, M. "Montanna prison library service." 33 PACIFIC NORTHWEST LIBRARY ASSOCIATION QUARTERLY. July 1969. pages 63-64.

(letter to the editor re. necessity of library services.)

24. Dornfeldt, Jeanne. "To Make the Fullest Use of Time: LSCA Title IV-A meets need at Wisconsin Correctional Institution. 66 WISCONSIN LIBRARY BULLETIN. # 5. September/October 1970. pages 335-38.
(Reports progress, inmate reading habits and preferences, use of inmate assistants, special collections, and a library sponsored creative writing group: "The Knights of the Square Table.")

25. Eckenrode, C. J. "The Correctional Library Comes of Age." AMERICAN CORRECTIONAL ASSOCIATION PROCEEDINGS, 1964. pages 205-212.

26. Eckenrode, C. J. "The Librarian Plays the Central Role." 58 AMERICAN LIBRARY ASSOCIATION BULLETIN. October 1964. pages 810-811.
(The problem of functional illiteracy and the role of the librarian.)

27. Eline, Ed. "New Library at Idaho Penitentiary." 20 IDAHO LIBRARIAN. February 1968. pages 88-92.
(LSCA funds, $6800; State funds $500; a contract with Boise Public Library; and the resulting new library.)

28. Ewick, C. Ray. "Prison Libraries--Are They?" 22 LIBRARY OCCURRENT. November 1966. pages 82-84.
(Report of the establishment of a study and its conduct. Recommendations of the study.)

29. Gillespie, D. M. "Citation Entry Analysis of the Literature on Prison Libraries." 8 AHIL QUARTERLY. Spring 1968. pages 65-72.
(A Masters Thesis, reprinted. Trends in publication and interest in prison libraries noted. Index entries noted. Conclusions are apparent from reading that little attention has been given to Correctional Institution Libraries in the past. Few people have contributed to the literature, and many of those who have have done so only once, possibly evidencing--the author suggests--only a limited interest.)

30. Hannigan, Margaret C. "On the Plus Side--II." 9 AHIL QUARTERLY. # 3. Spring 1969. pages 63-65.
(Discussion of use of federal funds to get prison libraries moving. Mention of programs in Idaho, Montana, Wyoming, Florida and Tennessee.)

31. Henderson, William T. "Bookmobile Service to State Institutions in Michigan." Chapter # 3, in THE BOOKMOBILE--A NEW LOOK by Lois G. Pennell. A.L.A. Chicago. 1969.
(The first part of this article appeared in AHIL QUARTERLY. Winter 1967. pages 34-36.)

32. Idaho, State Library of. LIBRARY SERVICES FOR THOSE IN STATE INSTITUTIONS AND FOR THE PHYSICALLY HANDICAPPED. Boise. 1967. 34 pages.

33. Indiana, State Library of. SURVEY OF INDIANA CORRECTIONAL INSTITUTION LIBRARIES. August 1966. Conducted under the direction of Ray Ewick, Consultant, Extension Division, Indiana State Library, with the cooperation of the Indiana Library Association, Indiana School Librarians Association, and the Indiana Department of Public Instruction.

Appendix contains: "Correctional Institution Library Survey, Outline Plan." Prepared by the AHIL Committee to Develop Plans for a Survey and Demonstration of State Correctional Institution Libraries. Used by the Maryland Library Association, Survey Committee, 1964-65.
(Information is out of date)

34. Jones, Calvin. "Time on Our Hands--the Library at Wyoming State Penitentiary." 22 WYOMING LIBRARY ROUNDUP. September 1967. pages 37-39.

35. Kallqvist, Goran. "Prison Libraries in Sweden." 3 SCANDINAVIAN PUBLIC LIBRARY QUARTERLY. # 1. 1970. pages 28-36.
(A history of service. Prison Libraries in Sweden under the supervision of public libraries. Shortage of trained librarians. Seeming neglect of prison libraries, due to shortage of funds.)

36. Kling, Joseph W. "Books Behind the Bars." 92 LIBRARY JOURNAL. # 7. 1 April 1967. pages 1424-25.
(Report on bookmobile service to institutions.)

37. Lesco, Albert. "Prison Library Boosts Education Program." 37 KANSAS LIBRARY BULLETIN. # 1. Spring 1968. pages 9-10.
(Report of a new library in Lansing, Knasas.)

38. ----- "Library Books used to jam prison doors." 92 LIBRARY JOURNAL. 1 September 1967. page 2876.

39. McAnelly, Edwin C. "Emerging Institution Libraries: LSCA Title IV-A." 31 TEXAS LIBRARIES. # 2. Summer 1969. pages 54-59.
(Report of changes in institution libraries in Texas.)
(same article reprinted in: 10 AHIL QUARTERLY. # 1. Fall 1969. pages 23-26.)

40. McClaskey, Harris C. A STUDY RECOMMENDING ESTABLISHMENT OF A COOPERATIVE LIBRARY PROGRAM BETWEEN THE WASHINGTON STATE DEPARTMENT OF INSTITUTIONS AND THE WASHINGTON STATE LIBRARY. Washington State Library. July 1965.

41. MacKenzie, Louise L. "Service to Inmates and Staff." 58 AMERICAN LIBRARY ASSOCIATION BULLETIN. October 1964. pages 809-10.
(A brief description of the services offered. Special features: work in functional illiteracy, art shows, music and music appreciation.)

42. Meffert, L. J. "A Study of inmate reading habits at Minnesota State Prison." 21 MINNESOTA LIBRARIES. September 1965. pages 198-210.
(In reality a study of circulation patterns in the library. Total collection of about 8,000 volumes reported, cataloged by Dewey. Author notes circulation figures for particular sections of collection. No allowances for reading preferences in areas poorly covered in the institution's library. A study of users, not non-users or unmet user desires.)

43. Moody, J. A. "Montana State Prison has a new library and librarian." 22 MONTANA LIBRARIES. January 1969. pages 8 - 10.

44. Moore, John E. "Ingredients of the Correctional School Library." AMERICAN CORRECTIONAL ASSOCIATION PROCEEDINGS, 1962. pages 68-72.
(Out of date.)

45. Neu, Deborah. "Substandard Prison Libraries: Whose Fault?" 53 BAY STATE LIBRARIAN. October 1963. pages 3-4, 10.
(Discussion of the problems in Massachusetts Prisons. Complete autonomy in each prison library. Cites other states with better systems.)

46. ----- "New Library at DeQuincy Correctional and Industrial School." 32 LOUISIANA LIBRARY ASSOCIATION BULLETIN. Spring 1969. pages 45-46.
(Description of the new library.)

47. New York, State of, Interdepartmental Health and Hospital Council, Committee on Library Services in State Institutions. A PLAN TO PROVIDE LIBRARY SERVICES TO PEOPLE IN NEW YORK STATE INSTITUTIONS, 1965. Albany.

48. Ohio, State Library of. LIBRARY SERVICE IN OHIO INSTITUTIONS: A REPORT OF A CONFERENCE, Columbus, Ohio, September 13-14, 1967. Sponsored by the State Library of Ohio and the Advisory Council for Title IV-A, LSCA, James A. Rhodes, Governor. Contents follow:
Joseph F. Shubert, State Librarian. "Introduction."
Dr. Arthur Cain, "Rehabilitation of Alcoholics, Including the Use of Books." pages 6-19.
Miss Marion Vedder. "How Library Service Can Advance an Institution's Goals." pages 20-29.
Dr. Daniel Fader. "Hooked on Books." (talk and questions not reprinted, for further information, see: HOOKED ON BOOKS: PROGRAM AND PROOF, by Daniel Fader and Elton McNeil. New York, Berkeley. 1968.)
Mr. Joseph F. Shubert. "The State Library and Institution Library Services." pages 31-37.
Mr. M. C. Koblents, Ohio Commissioner of Correction. "Comments." pages 38-39.
John P. Canney and James Meyers. "Where Ohio Institution Libraries Stand Now." pages 40-48.
Clara Lucioli. "Summary." pages 49-51.

49. Olson, Evelyn I. "The Institution Library." 52 SOUTH DAKOTA LIBRARY BULLETIN. April 1966. pages 53-57.
(Library not walk-in, use of book catalog. Seeming cataloging obsession. One senses a huge collection of "dated" materials. Censorship.)

50. Peace, William K. "Behind these Walls: A College Library." 45 TEXAS LIBRARY JOURNAL. # 3. Fall 1969. pages 169-70, 191.
(Report of support services in Texas Correctional Institutions for the Junior College courses being offered there by Lee College.)

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(A Progress report.)

52. ----- "Prison Library Opens." 31 LOUISIANA LIBRARY ASSOCIATION BULLETIN. Spring 1968. pages 31-32.

53. Public Administration Service. LIBRARY SERVICE IN NEVADA STATE INSTITUTIONS; a Survey Report. Chicago. 1967.

54. ----- "Reading Law in Prisons." 48 PRISON JOURNAL. Spring/Summer 1968. pages 21-27.

55. Rittenhouse, David C. "Our Other Customers: Prisoners, Patients and Public Libraries." 45 WILSON LIBRARY BULLETIN. # 5. January 1971. pages 490-93.
(Services rendered by the Public Library, Buffalo and Erie County Public Library, to various institutions.)

56 Skelton, Billy. "Institutionalized People Are No Longer Without Books." 33 MISSISSIPPI LIBRARY NEWS. # 2. June 1969. pages 76-77.
(Reprinted from: The Clarion-Ledger, Jackson, Mississippi. A Report of new libraries. Note LSCA funds.)

57. Smith, Laura Snyder. AFTER THREE YEARS: A FURTHER STUDY OF LIBRARIES AND LIBRARY SERVICES IN THE STATE INSTITUTIONS OF FLORIDA. (Based on a Survey by David Kantor, 1967.) Division of Library Services, Department of State, Florida State Library, Tallahassee. 1969.
(Reports noteworthy improvements, in collection building and in the hiring of professional librarians for the institution libraries.)

58. Social, Educational Research and Development, Inc. INSTITUTIONAL LIBRARY SERVICES: A PLAN FOR THE STATE OF ILLINOIS. A Study authorized by Paul Powell, State Librarian, Illinois State Library. American Library Association. 1970.
This is only the introductory volume to the study. see also: A PLAN FOR LIBRARY SERVICES IN THE STATE OF ILLINOIS DEPARTMENT OF PUBLIC SAFETY. Volume # 3 of the study.
(Excellent bibliography. Very thorough study, with interesting, challenging recommendations.)

59. Southern Illinois University, Department of Design. DESIGN EXPLORATION IN CORRECTIONAL LIBRARIES. A Project Report. Southern Illinois University. 8 June 1965. Done by the following individuals: Mr. Harold Grosowsky, Instructor; Mr. Robert J. Brooks, consultant, Center for the Study of Crime, Delinquency and Corrections, S.I.U.; and the following students in the Department of Design, School of Fine Arts: David Camfield, Eliot Ellentuck, Roy Fronczyk, Dale Klaus, Curt Lischer, Duncan Mitchell, Frank Moore, Alex Nahouray, Joel Ziemba; and John Alexander, a graduate student in the Department of Government, S.I.U.)

(An extremely interesting report! Five alternate design sketches for Prison Libraries. Concept of a "Goal Oriented" Library, worth considerable consideration. Extremely contemporary. If implemented, these would be somewhat expensive, requiring a committment in time, money and personnel, and a substantial re-ordering of corrections priorities.)

60. Spector, Herman K. "Library Program at San Quentin Prison." 39 JOURNAL OF SECONDARY EDUCATION. January 1964. pages 24.
(Seems slightly dated, although a very good program at the time.)

61. Spector, Herman K. "A Prison Librarian Looks at Writ-Writing." 56 CALIFORNIA LAW REVIEW. April 1968. page 2.

62. Spector, Herman K. READING IS THE KEY. 1964. (further citation information unavailable.)

63. Strain, E. William. "Prison Escape." 92 LIBRARY JOURNAL. # 2. 15 January 1971. pages 169-70.
(Paperback book fair. As a short range measure, undertaken to increase the number of books available to inmates, simultaneous with long range library development. Reports what has tended to sell heavily (out of about 3,000 titles); Philosophy, Science, Mathematics, Religion, Black Literature, "current top selling novels," and others. Attempts to dispell the myth that inmates read only westerns, science fiction, and light novels, a viewpoint long prevalent in the field.)

64. Thurman, S. David. (Guest Editorial) "Questions and Answers." 62 LAW LIBRARY JOURNAL. # 3. August 1969. pages 300-302.
(Discusses legal information for Inmates. Includes citations from U.S. Bureau of Prisons "Policy Statement" 21 January 1966, no. 1001.1 and guidelines of the Los Angeles County Law Library--Jail Division, and the California State Law Library.)

65. Trautman, Ray L. "Upgrading Library Services in Correctional Institutions," 6 AHIL QUARTERLY. # 3. Apring 1966. pages 9-11.
(Same paper presented at the 95th Congress of the American Correctional Association, August 1965.
Suggests that educational and library leadership in many states have failed. Recommendations and procedures for improved services:

1. Commissioners, Wardens, others must be made award of the needs;
2. Planning of imaginative services must take place;
3. We must re-affirm the State's responsibility for correctional institution libraries, and insist upon appropriation of funds to meet that responsibility;
4. Compete actively for library school graduates;
5. Recruit potential librarians;
6. Be prepared to use both the best of the old, and much of the new--be pluralistic. -paraphrased-.)

66. Uribe, Larry J. ANNUAL REPORT OF THE INMATE LIBRARY, WASHINGTON STATE PENITENTIARY, July 1969 to June 1970. 27 June 1970.
(Unpublished. Includes circulation statistics, mention of pocket book exchange.)

67. Vedder, Marion H. "Institution Libraries." 6 AHIL QUARTERLY. Spring 1966. page 3.
(Introduction to a series of articles on institution libraries.)

68. Vedder, Marion H. "Plea for Prison Libraries." 92 LIBRARY JOURNAL. # 13. July 1967. page 2488.
(Letter to the editor.)

69. Vedder, Marion H. "Report of the Commission on Institution Libraries." AMERICAN CORRECTIONAL ASSOCIATION PROCEEDINGS, 1963. pages 236-40.

70. Wainwright, Louis. "Legal Information and Resources for Inmates." AMERICAN CORRECTIONAL ASSOCIATION PROCEEDINGS, 1966. pages 235-38.

71. Washington State Library. INTERIM REPORT: INSTITUTIONAL LIBRARY SERVICES. April 1970. Olympia. (unpublished)

72. Werner, O. James. "Law Library Service to Prisoners--the Responsibility of Non-prison Libraries." 63 LAW LIBRARY JOURNAL. # 2. May 1970. pages 231-40.
(Statistical survey of services offered at present by the following categories of law libraries: Private Law Schools; State Law Schools; State Law Libraries; State Supreme Court Libraries; and County Law Libraries. State Law Schools and State Law Libraries have the best record of service.
Recommendation for the ultimate solution is to provide a basic law collection in the prison libraries themselves.)

73. Wilkerson, James. "Title IV-A in Action in Oklahoma." 9 AHIL QUARTERLY. # 3. Spring 1969. pages 65-68.
(Another what, and how we done it. Note use of paperback books.)

74. Wilson, Lawrence E. SIGNIFICANCE OF A LIBRARY PROGRAM IN A PRISON FROM A CUSTODY VIEWPOINT. (A paper, source unknown.)
(A Prison librarian may be successful and effective under the following conditions: 1. with sufficient freedom to operate in a close relationship with the inmates; 2. with the ability to work directly under the the authority of the top level administrator; 3. with participating membership in the treatment program of the institution.)

75. Woodland, A. "Books in captivity." BRITISH COLUMBIA LIBRARY ASSOCIATION QUARTERLY. July/October 1964. pages 33-40.

76. Zamacona, JoAnn. "Looking Toward Release." 66 WISCONSIN LIBRARY BULLETIN. # 5. September/October 1970. pages 340-41.
(Report of discussion groups and improvement in libraries provided on a volunteer basis by Madison, Wisconsin area librarians.)

APPENDIX B

OBJECTIVES AND STANDARDS FOR

LIBRARIES IN CORRECTIONAL INSTITUTIONS

(see pages following)

ERIC User Note:
(Also listed separately as LI 003 494)

PERMISSION TO REPRODUCE THIS COPY RIGHTED MATERIAL HAS BEEN GRANTED BY American Correctional Association
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OBJECTIVES AND STANDARDS FOR LIBRARIES IN CORRECTIONAL INSTITUTIONS*

Prepared by

Committee on Institution Libraries

of the

American Correctional Association

MARION H. VEDDER, Chairman**

TO support, broaden, and strengthen the institution's total rehabilitation program by providing appropriate library materials in an attractive library setting, with library staff adequate for directing planned programs to encourage and facilitate maximum use of the materials.

Specifically, the library shares in common with other units or divisions of the institution the responsibility for educational, social, and vocational training of people committed to the institution. In carrying out this function, the library program:

1. provides vocational information
2. enlarges social and reading backgrounds
3. develops reading as a satisfying leisure-time activity, a therapeutic release from strain, and a positive aid in substituting new interests for undesirable attitudes
4. prepares the individual, through his own efforts, for release and post-prison life.

The institution library carries out these objectives and functions by providing:

1. informal adult education through guidance, counseling, and planned reading courses geared to the needs and abilities of each individual
2. materials supplementary to the work of and useful to the psychologist, the educational program, and all other divisions and staff members of the institution to whom library resources in and outside of the institution may be of value
3. contacts with good library service which will accustom the individual to library usage as an essential in post-institution life.

ACCESS

Regular library hours should be maintained (desirably 10 hours daily) where staff is sufficient.

Weekend, holiday, and evening hours are highly desirable.

Inmates should have adequate opportunity to select their own books and read in the library.

Teachers, or other staff members, should be able to use the library as a laboratory when the schedule permits and the lessons indicate this method desirable.

Isolated groups who cannot visit the library at least once a week should receive book cart service or have access to a branch library.

LIBRARY SERVICES

Factors which influence character, quality, and extent of services:

Institution program and policies.

Type of inmates and their particular needs and interests.

Degree of cooperation—within the institution among both professional and nonprofessional staff
—with other libraries, state and local.

Size and quality of the library collection and organization of materials.

Library staff (number and qualifications).

Adequacy of library budget.

Library location, layout, and size.

SERVICES PROVIDED SHOULD INCLUDE:

Reader guidance:

The librarian should devote a major part of time to reader guidance for:

Those referred by a staff member.

Those who request it individually.

Those who are observed to need it but who do not themselves recognize the need.

Information and reference service:

Should be available to each inmate.

Should be available to staff (telephone service if needed).

If information is not available in the library collection, librarian should seek this information from the State Library or some other large or specialized library.

Inter-library loan service:

Librarian should obtain by request from the State Library, or other large library, materials needed but not available at the institution.

Booklists and bibliographic information:

Prepared for specific needs.

Secured from other sources.

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*Approved by the Association of Hospital and Institution Libraries of the American Library Association, January 29, 1962, and by the Board of Directors of the American Correctional Association, February 9.

**The following members of the Committee cooperated: Miss Genevieve Casey, president of the Association of Hospital and Institution Libraries of the American Library Association, and Michigan State Librarian, Lansing, Mich.; Price Chenault, Director of Education, New York State Dept. of Correction, Albany; Miss Mary R. Cochran, New Richmond, Ohio, former chairman of Committee on Libraries in State Institutions of the Ohio Library Assn.; C. J. Eckenrode, president of Correctional Education Assn., and superintendent, Vocational Education and Training, Bureau of Prisons, Washington, D. C.; Raymond Embree, chairman, Committee on Libraries in State Institutions of Ohio Library Assn., and Ross County District Library Director, Chillicothe, O.; Mrs. Betty Flynn, Chief of Book Services, Division of Library Extension, Dept. of Education, Boston, Mass.; David Kantor, former Librarian, California State Prison at Folsom, now Head of Extension for the Volusia County Public Library, Daytona Beach, Fla.; Miss Margaret M. Kinney, chairman of Standards Committee of Assn. of Hospital and Institution Libraries of American Library Assn., and chief librarian, U. S. Veterans Administration Hospital, Bronx, N. Y.; Miss Alma Lundeen, institutional library consultant, Illinois State Library, Springfield, Ill.; Miss Eleanor Phinney, executive secretary, Assn. of Hospital and Institution Libraries, American Library Assn., Chicago, Ill.; Miss Helen Price, past president of Assn. of Hospital and Institution Libraries, American Library Assn., and medical librarian of U. S. Veterans Administration Hospital, Topeka, Kan.; and L. E. Wormley, departmental supervisor of education, California Dept. of Corrections, and past president of Correctional Education Assn., Sacramento, Calif.

Reprinted from the July-August, 1962, AMERICAN JOURNAL OF CORRECTION

Recreational reading:

1. Selected in accordance with written book selection policy of the institution.
2. In sufficient quantity and variety for all tastes, levels of reading.
3. Available to everyone, in the library and in cells or dormitories.

Educational reading:

To supplement and support formal education and the aims and the treatment programs of the institution.

For informal self-education and self-improvement of any inmate.

Discussion groups:

Materials—based discussion groups, such as Great Books, American Heritage, and other "library" oriented discussions, should be sponsored by the library with staff and "outside" assistance as needed or desirable.

Listening groups:

Recordings of music or the spoken word should be regarded as appropriate for library-sponsored programs when library facilities are adequate.

Exhibits and publicity:

The librarian should prepare appropriate exhibits to accompany films and other programs in education and other departments.

Exhibit space within the library should be continuously used and frequently changed to keep in touch with important events, trends, seasons.

Special library projects such as the promotion of National Library Week attention to the many values of libraries in general and to the institution library in particular.

Posters within the library and throughout the institution should attract interest in library services, new books, and other materials.

Book marks should be designed to have interest, serve a useful purpose, and be made readily available.

Optimum use should be made of the institution paper in publicizing the library and its materials to both inmates and staff.

Whenever possible, there should be library exhibits and news notes *outside* the institution to create greater understanding and interest.

Attractive and readable brochures on how to use the library as well as interesting facts about the library should be available.

LIBRARY MATERIALS

For the inmate library, current book titles and duplicates of the most popular titles, replacements of the useful older standard titles, up-to-date reference material, wide variety of current periodicals, representative newspapers, pamphlets, pictures, recordings, films (unless the latter are the responsibility of another department).

For the staff, books, journals, pamphlets at varying levels for professional information and advancement, covering all aspects of the institution program.

Principles in selection:

Rehabilitation, with all its implications, is a most important part of the over-all correction institution program. The library has a positive role to play in this process and should provide only those materials which have positive value, whether they be for wholesome recreation, accurate, up-to-date information, inspiration, or esthetic and cultural development. Material which is suitable in content, make-up, and reading level should be available to all of the institution population and should support the total institution program. Omission of books which will not support the institution program and philosophy constitutes good selection, not undesirable censorship.

There should be a written statement of book selection policy which is approved by the administrative and educational staff for the guidance of the librarian who is responsible for selection. Purchase suggestions by all staff and inmates should be encouraged, with the understanding that the librarian must make the final selection. Approval of book orders should rest with the warden or with a staff member delegated by the warden.

Gift books should be carefully weeded and only those titles added to the collection which conform to the book selection policy.

Textbooks and audio-visual materials are not the direct responsibility of the librarian. Programs using films and records, however, should be closely related to the library collection and program through cooperative planning by staff members.

Size of collection:

A collection within an institution should never be less than 6,000[1] well-selected volumes with at least 10 books per inmate. Institutions which have large groups of long-term prisoners should provide a minimum of 15-20 volumes per inmate. The collection will normally be reduced by at least 10 per cent each year from obsolescence, wear, and loss. This requires a comparable replacement schedule.

Each correctional institution should have access to a general library collection of at least 100,000 volumes for reference and inter-library loan service. This general library may be the State Library or a local public library.

Annual additions:

These should be at the rate of one current book per inmate, minimum.

Budget:

For current books: one book per inmate at current cost (e.g., an institution population of 1,000 will require a current book budget of $3,000 if average cost of a book is $3.00).

For replacement and binding: add 35 per cent of estimated cost of current books.

For periodicals and newspapers: plan for a variety to support the institution program and meet inmates' interests—75-125 titles are desirable.

For other materials: budget for pamphlets, pictures, recordings, and films according to use in the institution program. Allow for rental and postage.

Staff library:

A basic collection of standard and recent books and journals in all areas related to the correctional institution programs should provide 500-1,000 volumes and 25-50 journals.

A minimum of $500 annually is recommended to maintain this library adequately.

(Continued on Next Page)

[1]An exception may be made for a very small institution such as a camp or prison farm. Here there should be a small reference collection, supplemented by frequently changed books from a bookmobile, public library, or the State Library.

STAFF

Place in organization:

Library staff should be a part of the education and treatment programs, responsible to the Superintendent or Associate Warden in charge of Treatment, where there are such treatment positions. In institutions where such titles do not exist, the library staff should be under the Director or Supervisor of Education. Where there is a Director of Education, the librarian position should be at a grade level equivalent to that of Supervisor of Education. Where the Supervisor of Education is the top educational person, the librarian position should be equivalent to Senior or Supervising Teacher. Although the library should be coordinated with the education program, its services to both staff and inmate population must of necessity extend beyond those of the usual school library; therefore, there should be a clear line of communication and authority between the librarian and top administrative staff.

Number of staff[2]:

For institution with population up to 1,000 inmates:
1 professionally trained librarian

For institution with population 1,000-2,000 inmates:
1 professionally trained librarian
1 correctional officer

For institution with population from 2,000-3,500 inmates:
1 professionally trained librarian
1 correctional officer
1 library technician or senior clerk

For institution with population over 3,500 inmates:
1 professionally trained librarian
1 professionally trained assistant librarian
1 correctional officer
1 library technician or senior clerk

Qualifications:

A well-trained, qualified librarian is a valuable member of the treatment team. He should have a knowledge and understanding of the over-all philosophy of treatment, of the programs and activities of other departments, of ways in which library materials and services can enrich these programs, and of the potentialities for treatment in the librarian's relationship with individual inmates in purposeful counseling with books or other library materials.

The librarian should be a college graduate with a degree from an approved library school. Courses in adult education, sociology, psychology, and criminology are recommended. It is desirable that a correctional librarian have at least one year's experience in a public, school, or college library, including some experience in administration and reader guidance, before entering the correctional library field. In-service training in institutions which have a trained supervising librarian is also desirable.

The civilian assistant to the librarian may be designated as a correctional officer, library technician, or senior clerk. Persons with college degrees should be encouraged to secure professional library training. Trainee programs, stipends and scholarships, opportunity for promotion, are highly important in the field of correctional librarianship. Small or specialized units, such as camps or diagnostic centers, may find it satisfactory to have library services provided by a large library. They may be a branch of a larger correctional institution, or have branch or bookmobile service provided by a large public or state library.

[2]For each professionally trained librarian there should be a minimum of one full-time clerical person (or part-time equivalent).

Duties of the librarian (administrative, professional, technical, and educational):

The librarian should:
1. direct library policy and programming
2. prepare the library budget
3. plan library services for the entire institution population
4. select and evaluate library materials
5. direct the acquisition and organization of all library materials
6. devote a large proportion of time to book counseling and reader guidance
7. train and supervise inmate library assistants
8. maintain an active role in in-service training of the institution civilian staff
9. give instruction in the use of the library
10. plan library quarters
11. make reports of library progress and use
12. plan and supervise library publicity
13. maintain and supervise reference and interlibrary loan service
14. assist education and other staff members with library materials to enrich their programs
15. assist all staff in efforts to qualify for professional advancement
16. keep informed of new developments in the library and correctional fields by professional reading, participation in state and national professional organizations, and attendance at conferences
17. prepare job descriptions and specifications for library positions: professional, clerical, and inmate assistants.

Duties of assistant librarian:

Responsible under the general direction of the librarian for assigned phases of library administration and services.
Acts for the librarian in his absence.
Under the general direction of the librarian, supervises the work of clerical and inmate assistants.

Duties of correctional officer (library)

1. maintain discipline
2. supervise daily interview line outside librarian's office
3. operate exit checkpoint at library door
4. organize and manage system of lost book retrieval
5. serve as direct and immediate contact for custodial necessities.

Duties of library technician or senior clerk:

1. type all confidential reports and correspondence
2. assist in training and supervision of inmate assistants
3. supervise and proof all catalog filing
4. supervise receiving and checking of all acquisitions of books and equipment
5. assist in maintaining discipline in absence of correctional officer.

Inmate library assistants:

Classification Committee should select inmates for library assignments who meet specifications for the jobs.

Librarian should give each inmate brief, intensive training in library routines. There should be a proba-

tionary period in which the librarian evaluates the aptitude and performance of the inmate in the library assignment.

Credit should be given on an inmate's prison record for initiative and accomplishment. Appropriate duties which inmate assistants may perform, include:

1. typing correspondence, reports, catalog cards
2. preparing orders and requests
3. checking over-due books and sending notices
4. charging books
5. filing cards
6. checking orders
7. taking inventory
8. keeping records
9. processing books and other materials
10. maintaining the collection and quarters in good order
11. assisting in preparation of exhibits

LIBRARY QUARTERS

Location factors:

Accessibility to school
Accessibility to those not in schools
Accessibility to outdoor recreation facilities
Accessibility to personnel
Accessible with minimum supervision at all times including evenings and weekends

Space factors:

Number of books
(See Library Materials—*Size of collection*)
Determining book space
15 volumes per square foot of floor space
24 volumes of fiction per 3 ft. shelf
15 volumes of nonfiction per 3 ft. shelf

Standards for book shelving:

Width—3 ft.
Depth—8″, 10″, and 12″
Heights—
Wall type—6′ 10″ (6 shelves)
5′ 6″ (4 shelves)
Aisle type (double faced)
5′ 6″ (4 shelves)
3′ 6″ (2 shelves)
Shelves should be adjustable and the base shelf should be sloping for easier reading of titles.

Reader space
Provide seats for no less than 5 per cent of population
Allow 35 sq. ft. per reader

Additional rooms:

Work room
Location—adjacent to the library control center and to librarian's office
Size—100 sq. ft. per worker
(do not underestimate number of workers)
Librarian's office
Location—accessible to the work room with provision for supervision of both library and work room but with provision for quietness for concentrated work and privacy for conferences with readers and staff
Size—minimum of 120 sq. ft.
Conference room
Location—accessible to librarian's office for supervision
Size—depends on use. This room may be combined with librarian's office with provision to shut it off when desired.
Staff library
Location—desirable to have it accessible to librarian's office for administration but most important that it be easily accessible to staff. Possible to combine with conference room.
Size—provide for 500-1,000 books and 25-50 journals (15 volumes per 1 sq. ft.)
minimum readers—6 (35 sq. ft. per reader)
Lavatory
For use of library staff and accessible to librarian's office

Light, heat, ventilation, acoustics:

Minimum light—70 foot candles
Controlled, even temperature
Radiators placed with shelving requirements in mind
Humidity between 56-60 per cent
Good ventilation, with air conditioning in warm climates
Acoustic tile on ceiling and upper walls
Floor covering that is resilient but durable (linoleum, rubber tile, or some comparable covering)

Furniture and equipment:

Seek the advice of one or more reputable library equipment manufacturers and experienced librarians.
Too much furniture can be as great a problem as too little.

Library supplies:

Consult several library supply house catalogs.
Purchase in quantities to effect savings but rarely more than one year's supply.